Institution: North Central Texas College

Course Code: ITSW 2337North C032017
Course Number: ITSW 2337
Course Name: ADVANCED DATABASE
Course Representative: Manuel Trevino

Review Start Date: 2017-03-23
Review End Date: 2017-04-28
Review Type: Subscriber-Managed Review managed by a certified Course Review Manager (CRM)

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.

STANDARD 1.1 - (3 Points) Required
1.1 Instructions make clear how to get started and where to find various course components.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The criteria is met, there is a welcome message routes students to the Start Here Module.

Reviewer Recommendations:

Met: You provide the following on the home page:

"To see the full course sequence,click on Modules on the course menu."

Learners are led to the Modules where they find the **Week 1 Start Here introduction module**.. This module provides an excellent path to the course components.

Reviewer Recommendations:

Your Start Here module does a nice job of letting students know how to get started and how to find the various parts of the course components. You provide a Canvas orientation in addition to the syllabus narrative on how the course is designed. You might want to consider using **bold text** instead of colored headers for your course name (in blue now) so students don't mistake it for a hyperlink to the modules area.

STANDARD 1.2 - (3 Points) Required
1.2 Learners are introduced to the purpose and structure of the course.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The criteria is met, information on then structure of the course is evident and clear. Using the Canvas LMS is helpful for this course.

Reviewer Recommendations:

Met: The course description is given on the home page and the course structure is described in the introduction module.

Course Description

Extends understanding of advanced database design and functionality. Topics include relational database theory, use of advanced capabilities for online collection and distribution of data, analysis of data using advanced database features, an introduction to structured query language.

Reviewer Recommendations:

The Course Description on your home page, the syllabus information and your course weekly structure page work very well together to introduce the purpose and structure of the course and meet Standard 1.2

STANDARD 1.3 - (2 Points)
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The criteria is met, the netiquette information is effective and provides clarity on how students should interact.

Reviewer Recommendations:

Met: You provide a great set of netiquette guidelines. I found them in the Introduction module under the heading,

Discussion Board Rules - Netiquette

Reviewer Recommendations:

The discussion netiquette infographic is a great introduction to etiquette expectations. The online student resources also discuss appropriate conduct/behavior in the online classroom and cover much of the information necessary for communication options. Linking from the discussion netiquette page to this other information would connect the students with the full range of information necessary to avoid issues in communicating with others.

STANDARD 1.4 - (2 Points)

1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The criteria is met, course policies are evident and are relatively easy to find and comprehend.

Reviewer Recommendations:

Met: The following policies are provided within the course.

- Conduct Policy
- Attendance Policy
- Withdrawal Policy
- Academic Integrity Policy
- ADA policy
- Civil Rights Policy
- Grading Policy

You also provide course and campus policies in the introduction module.

Reviewer Recommendations:

Another key to student confidence is providing the information requested in Standard 1.2 so the student understands not only the purpose of the course (typically a university-defined description) but also how the course is structured for them to engage with the learning process and meet expectations for mastering the learning objectives. They need to know how to communicate with you and their peers too. Many parts of your syllabus work together to meet expectations for this standard at the 85% level. You provide a very clear area to help students see the difference between the college-wide improvement challenges as opposed to course level activities.

Parts of your syllabus appear to be copied from a standard template and may confuse students. On page 8, you discuss the need to be self-directed as an online student and parts of the pages following that refer to actions to help prepare and study. But parts of the template say, "Lecture, class discussions, audiovisual materials, handouts, outside assignments, and map exercises." Those ideas are really for a face to face class, and, if the university will allow it, you might consider deleting those parts of the syllabus to eliminate confusion as the student reads through the syllabus.

STANDARD 1.5 - (2 Points)

1.5 Minimum technology requirements are clearly stated and instructions for use provided.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The criteria is met, the technology requirements are readily accessible and clear to understand.

Reviewer Recommendations:

Met: Both 1.5 and 1.7 are satisfied with the following.

In the Week 1 Introduction module you provide a page titled Technology. This module gives the following information:

- Required Technologies
    - Browsers
    - Browser requirements
    - Operating systems
    - Hardware needs
    - Internet speed
- Skill Requirements
    - software skills
    - technical skills

Reviewer Recommendations:

Standard 5.1 addresses the need to make sure that minimum technology requirements are clearly stated and instructions for their use provides. It's important not to let this word "minimum" detract from everything that this standard involves. Your technology page clearly identifies the "minimum" technology and then suggests best practice options.

Since this is an advanced class, you might add a brief narrative that acknowledges the expectations for preexisting knowledge in the class. Students may already realize this fact, but the narrative would formalize the expectation.

STANDARD 1.6 - (1 Point)

1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The criteria is met, the course has a prerequisite of ITSE 1307. The information is located in the syllabus.

Reviewer Recommendations:

Met: See syllabus.

Course Prerequisite(s): ITSE 1307 INTRODUCTION TO DATABASE, ITSE 1346 DATABASE THEORY ANDDESIGN

Reviewer Recommendations:

This class is and advanced database class and includes a Pretest of Course Knowledge. The syllabus does include two pre-requisite classes. You might consider adding a list of "preferred" database skills or a glossary of database terms for students who are not sure if they are ready for this course.

STANDARD 1.7 - (1 Point)
1.7 Minimum technical skills expected of the learner are clearly stated.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The criteria is met, the technical skills are highlighted on what students will need to know for this course.

Reviewer Recommendations:

Met: Both 1.5 and 1.7 are satisfied with the following.

In the Week 1 Introduction module you provide a page titled Technology. This module gives the following information:

- Required Technologies
  - Browsers
  - Browser requirements
  - Operating systems
  - Hardware needs
  - Internet speed
- Skill Requirements
  - software skills
  - technical skills

Reviewer Recommendations:

Your detailed list of minimum technical skills in the Orientation-Technology page provides the evidence to meet Standard 1.7.

STANDARD 1.8 - (1 Point)
1.8 The self-introduction by the instructor is appropriate and is available online.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

The criteria is met since the Instructor has the bio information under People and click the name. Suggest to add the bio in the course under introductions at least for students that may not know hot fully navigate in the Canvas LMS or state where the bio can be found.

Reviewer Recommendations:

Met: You provided both personal and professional information in your self-introduction. Your impressive bio was found under the People tab.

Reviewer Recommendations:

Your orientation module provides a wealth of information about you concerning office hours and ways to contact you. Your bio in your profile provides your educational background and a bit about you personally. Students may not think to check your profile, so you might consider adding a hyperlink from your name, in text under your portrait on the home page, to the Bio page. This is an effective place to add the information so it appears in all classes. The hyperlink would ensure students actually remember to read the information.

STANDARD 1.9 - (1 Point)
1.9 Learners are asked to introduce themselves to the class.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The criteria is met, the course has a discussion forum with criteria on what information is expected from the student for an introduction.

Reviewer Recommendations:

Met: Learners are required to introduce themselves in the Student Introduction Forums. This is found in the Week 1 Introduction Module.

Reviewer Recommendations:

Standard 1.9 is met under the "Begin Here" module with the requirement for the students to complete the Introduction Discussion Board.

General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.

STANDARD 2.1 - (3 Points) Required
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the course level outcomes that have numerous assessments that align with the course description.

Reviewer Recommendations:

Met: The CLO's are listed in the introduction module. They are measurable and well written.

Upon successful completion of this course, you will:

- Analyze data
- Collect and distribute data
- Explain relational database theory
- Perform complex queries, data validation and table relationships

Reviewer Recommendations:

The CLOs are fully measurable, so even though they are mandated by the confines of your grant and the WorkForce documents, they meet the expectations of Standard 2.1. Analyze, Collect and Distribute, and Explain are all upper level Blooms Taxonomy verbs so they fit well into an upper division class. The remaining objective is "Perform complex queries, data validation, and table relationships" is note as accurately measurable as the others. Yes, you can measure if the students have done the work or not, but what defines success? You might consider replacing the verb "perform" with "create," which is a higher level taxonomy verb. This change, if allowed by the WorkForce boundaries, would keep all of the course level objectives in the Blooms upper level range. If not, your module level objectives are also measurable, so the special considerations clause would let you move on with the work.

STANDARD 2.2 - (3 Points) Required
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the chapter learning objectives are measurable and consistent with the course level objectives. The student is asked to achieve various levels of learning.

Reviewer Recommendations:

Met: Each module contains a set of module learning outcomes that are both; measurable and in alignment with the CLO's. Below is a sample of the module 1 objectives.

Chapter 8 Learning Objectives:

- **List the commands and functions of SQL**
- **Explain how to use SQL for data administration (to create tables and indexes)**
- **Explain how to use SQL for data manipulation (to add, modify, delete, and retrieve data)**
- **Create an SQL to query a database for useful information**

Reviewer Recommendations:

The module level objectives are aligned with the course level objectives. For example, one course level objective says students will the able to analyze data. Then module level objectives such as "explain how to use an SQL" (module 2) set the stage for students to build the skills to analyze data. There is a disconnect between your written module level objectives and the chapter objectives provided by the textbook PowerPoint slides. These chapter objectives are not a part of your alignment process. You might consider deleting those objecChtives slides so students go not see content that is not being assessed.

STANDARD 2.3 - (3 Points) Required
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the objectives are clear for understanding. Each chapter has specific objectives is various orders of Bloom's Taxonomy to create learning in every area.

Reviewer Recommendations:

Met: All objectives are written in a clear and concise manner.

Reviewer Recommendations:

Your learning objectives are clearly stated and are written to the level of an experienced learner. These students have prior knowledge of database since this is an advanced course. Therefore details such as your Chapter 9 objective, "**Differientiate database design strategies: top-down vs. bottom-up design and centralized vs. decentralized design," d**o not use jargon that is unfamiliar to them--even though it might be to an outsider. You might consider adding a glossary of terms to each unit just as a reference for any student who might not be proficient with prior knowledge.

STANDARD 2.4 - (3 Points) Required
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the objectives ad course activities that are many complement each other. Students are asked to meet these objectives and the variety of assignments lead them in that direction.

Reviewer Recommendations:

Met: You relate each module outcome back to the appropriate CLO. This links the activities within the modules to the learning objectives.

Reviewer Recommendations:

I really like the way that you have used assignment prompts to make sure students understand why they need to complete assignments. For example, your very first lab assignment begins with the notation, "This lab is focused on helping to review tables and why database design is very important right from the start. Great job. You might consider adding a short note at the end of each activity as a code to which objectives are being covered, such as CLO 1....to activities that are directly involved with data analysis.

STANDARD 2.5 - (3 Points) Required
2.5 The learning objectives or competencies are suited to the level of the course.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, excellent work to make the learning objectives suitable for this 2000 level course. Each objective is well written to give clear understanding of what is expected.

Reviewer Recommendations:

Met: This standard is met.

Reviewer Recommendations:

The SRS 2.5 annotations state,"Objectives or competencies in an upper level course may use verbs such as "analyze," "explain" or "define," which align with assessments such as the labs, peer reviews, and discussions. Although your course level objectives are higher level thinking, the way your module level objectives work to support and build the students' skills, they all work together.

General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.

STANDARD 3.1 - (3 Points) Required
3.1 The assessments measure the stated learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the course assessments of quizzes, assignments, discussions, and projects align well with the learning objectives.

Reviewer Recommendations:

Met: The listed assessments below meet this standard.

- Discussion Forum Assignments
- Projects
- Quizzes
- Exams

Reviewer Recommendations:

Standard 3.1 states that assessments measure the stated learning objectives. You have multiple assessment points each week that do measure your module level objectives. For example, you have multiple options to discuss and explain in your weekly discussions and engagement activities such as peer reviews. For that reason, this standard is met at the 85% level, but the quiz assessments leave open options for other effective measurements.

Quizzes and multiple choice exams are normally used to assess lower level Blooms levels such as Identify, Relate, and List. Given that you have 30% of your course grade defined with these activities, you might consider using most of these for practice events and using alternative options for your grade assessments. For example, students could prepare a slide show presentation of their research paper that could be prompted to have them explain basic concepts to a beginning worker. They would have to use all of the terms that appear on the quiz options in a critical thinking, creative way.

STANDARD 3.2 - (3 Points) Required
3.2 The course grading policy is stated clearly.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the syllabus has information on how each group of assessment is worth. This course is worth 1320 points with the letter grades associated for the student to be clear on the numeric and letter grading.

Reviewer Recommendations:

Met: You have gone to great care in providing a grading policy that is easy to follow. The policy is based on a point system where learners can track their success during the course. You also share the %ages each assessment is worth.

Reviewer Recommendations:

Your syllabus clearly identifies your grading policy and the student can also see the percentage breakdown in the Canvas gradebook. Your syllabus still contains elements of face to face influences, especially in the discussion of attendance. Your policies page outlines minimum attendance expectations, but it's not clear when or where a grade reduction would be given. You might want to consider revising the grading statements for attendance so students fully understand how attendance will affect their final grade.

STANDARD 3.3 - (3 Points) Required
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the assignments have instructions that tie to the grading policy. Suggest to add grading rubrics for students to further understand where each point will be allocated.

Reviewer Recommendations:

Met: This information can be found in the Introduction Module as well as with the grading policy. The criteria for graded work is found in the syllabus, Introduction Module as well as with each assessment.

Reviewer Recommendations:

Your discussion forum is an excellent example of an effective way to let students know exactly how their work will be evaluated. Standard 3.3 asks that you make sure this type of criteria is available for all types of gradable assignments. You have also provided a clear Rubric for Project 2. The Peer Review assessment expectations are not outlined in advance. Many of these students may never have worked in a virtual team before. Adding a rubric that includes engagement and skill expectations to the prompts for the peer review would allow students to be empowered to plan appropriate action, engagement, and development to meet your expectations.

STANDARD 3.4 - (2 Points)
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the course has various assessments of of quizzes, assignments, discussions, and projects that complement the course and weekly learning objectives, and well suited for student learning.

Reviewer Recommendations:

Met: Learners begin with forums, then move to project assignments followed by quizzes and exams. This meets sequencing, variability as well as suitability.

Reviewer Recommendations:

Your authentic assessments are varied from discussions to projects to labs to peer reviews. These instruments are varied over the course and sequenced to be applied to the right learning objectives. When you expect them to be able to discuss a concept, we see discussion forums, then you want them to evaluate, you have labs or even a peer review. For an upper level class, these activities all work to meet Standard 3.4.   As mentioned earlier, you might consider options to replace the multiple choice essays that do not really assess upper-level thinking. A course-long portfolio of work completed might reflect more skill in analysis of data than a multiple choice quiz.

STANDARD 3.5 - (2 Points)
3.5 The course provides learners with multiple opportunities to track their learning progress.

Points Possible: 2   **Points Awarded:** 0   **Result:** NOT MET (Yes: 1, No: 2)

Reviewer Recommendations:

The criteria is met, the quizzes can be taken multiple times and shows the responses once complete for students to understand what they got wrong and where to improve. Students have the option that the highest grade will be posted for each quiz.

Reviewer Recommendations:

Not Met: To meet this standard, you must provide non-graded exercises. I assume the text provides such exercises but I saw no instructions for the learners to complete them. You can easily address this by adding one of the items listed below.

Examples:

1. Writing assignments that allow for the submission of a draft for instructor comment and suggestions for improvement
2. Self-mastery tests that include informative feedback with each answer choice
3. Interactive games and simulations that have feedback built in
4. Self-scoring practice quizzes
5. Practice written assignments
6. Peer reviews and critiques

Reviewer Recommendations:

In addition to your feedback, students have quizzes that provide instant feedback and can be re-submitted in each unit, discussion rubrics. and peer feedback to track their learning progress. You do provide peer review in the project and the required responses to the project discussions. These elements are all in the "checklist" to meet expectations, but, in an advanced class, students need to actually use the peer reviews as a part of learning activity. Right now, they could skip making any revisions from peer review and would not see any grade change. In just a few months, they will be working in a real job environment and will rely on virtual team input to keep that job.

The peer review as it stands evaluates the work process more than the quality of the work. Perhaps, having a draft submission of the original teamwork product,

followed with a self and peer review would set the stage for students to submit a revised, personal "final version" of the project. The multiple layers of review and submission would provide several opportunities to track the learning progress.

A second revision option would be to have students submit a revised lab report after they read the input from others in the lab discussions. This way, there is a benefit to be gained from reading and reacting to the discussion question responses.

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) Required
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

Points Possible: 3 **Points Awarded:** 3 **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the instructional materials were many that added value to meet the learning objectives,

Reviewer Recommendations:

Met: Course materials consist of Textbook and Software. These materials adequately contribute to successful completion of the course learning outcomes..

Database Systems: Design, Implementation, & Management, 12th Edition

Carlos Coronel; Steven Morris

ISBN-10: 1-305-62748-2, ISBN-13: 978-1-305-62748-2

Software

- **Microsoft Visio 2016 (free download from Microsoft Imagine)**

We will be using MS Visio in our Labs.

For instructions on how to set this up, use the "Setup & Installation" link next in this module. Contact me, your instructor immediately with any issues.

Reviewer Recommendations:

Standard 4.1 and the alignment connections are met through the various types of course materials provided by the instructor. The instructor lists texts, provides links to tutorials, development resources for the students, all of which "contribute to the achievement of the course . . . and objectives." This class is heavily dependent on the use of the Microsoft Viseo software, so you might want to consider a basic Viseo tutorial for students who are encountering problems in the assignments.

STANDARD 4.2 - (3 Points) Required
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Points Possible: 3 **Points Awarded:** 3 **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, each chapter area contained a PPT lecture that added value in meeting the weekly objectives.

Reviewer Recommendations:

Met: You provide the purpose of the materials in the Introduction Module.

Reviewer Recommendations:

Your narrative at the beginning of each chapter does a nice job of explaining the flow of learning activities and then your follow that will the learning materials and learning objectives. This meets expectations at the 85% level, although you might consider reorganizing this material into a chart like your weekly schedule where the learning objectives for each activity and its instructional material could be organized for clear alignment.

STANDARD 4.3 - (2 Points)
4.3 All instructional materials used in the course are appropriately cited.

Points Possible: 2 **Points Awarded:** 2 **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

The criteria is met since the author, ISBN, and title of the textbook is added. When entering the ISBN in the search engine, the textbook does come up to be correct.

Reviewer Recommendations:

Met: Materials are appropriately cited.

Reviewer Recommendations:

Although you clearly identify the names and authors of the varied instructional materials you have in this class, and you have posted isbn # and good links, just not academic citations. Evidence to meet Standard 4.3 by appropriately citing all of these materials seemed to be missing. Adding a Course Reference List in your Syllabus would be a quick way to summarize this information. Providing this information is great modeling of academic integrity for students.

STANDARD 4.4 - (2 Points)
4.4 The instructional materials are current.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the course textbook is current as of 2017 and it is a good selection for this advanced course.

Reviewer Recommendations:

Met: The publisher date of the material is 2017

Reviewer Recommendations:

The text is the most current version, and other materials appear to be current versions of the information.

STANDARD 4.5 - (2 Points)
4.5 A variety of instructional materials is used in the course.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the instructional materials has a combination of learning methods.

Reviewer Recommendations:

Met: The course uses assigned readings, course videos and powerpoints. This meets the standard.

Reviewer Recommendations:

Standard 4.5 is met, and the instructor has done extremely well with incorporating different types of materials in the course (tutorials, online resources, textbook, PDFs, powerpoints, etc.) to offer some variety.

STANDARD 4.6 - (1 Point)
4.6 The distinction between required and optional materials is clearly explained.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

Did not meet the criteria, the course or syllabus has no information on which materials are optional. Suggest to write information in the syllabus on what items may be optional if there are optional materials.

Reviewer Recommendations:

Met: No optional materials required.

Reviewer Recommendations:

Since all content in your modules is required action to meet the learning objectives, you have met Standard 4.6--identifying required and optional materials--by default. In order to make sure that students recognize this fact at the very beginning of class, you might consider adding a syllabus statement telling them to use every part of every chapter, every week.

General Standard 5: Course Activities and Learner Interaction: Course activities facilitate and support learner interaction and engagement.

Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.

STANDARD 5.1 - (3 Points) Required
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the learning activities such as discussions complement the learning objectives.

Reviewer Recommendations:

Met: Learning activities consist of the following;

- reading assignments
- viewing videos and powerpoint lectures
- participating in forum discussions
- lab participation / projects

These activities do a nice job of meeting this standard.

Reviewer Recommendations:

The way you use labs to give students an opportunity to explore the concepts is a great way to let students develop skills to "discuss" concepts such as the Chapter 9 objective, "**Describe how successful database design must reflect the information system of which the database is a part. T**he lab experience allows them to see best practice and make terrible mistakes. This freedom will develop thinkers that can truly meet your course level objectives.

STANDARD 5.2 - (3 Points) Required
5.2 Learning activities provide opportunities for interaction that support active learning.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the discussions add interaction within the discussion and there is student-to-student interaction.

Reviewer Recommendations:

Met: The activities listed in 5.1 provide excellent opportunities for interaction that supports active learning.

Reviewer Recommendations:

The three types of learner interaction possibilities are present in this course to meet Standard 5.2. Students have multiple options to interact with the course content through the text and added help options provided in each unit. Students interact with other students through the peer review discussions and reach out to other developers through the optional websites provided. Student-instructor interaction is through the graded assignments and your interaction in the discussion forums.

STANDARD 5.3 - (3 Points) Required
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the Instructor has a plan to respond to student questions within 24 hours, has a statement when assessments will be graded.

Reviewer Recommendations:

Met: The communication feedback response time is provided on the homepage.

To contact me, your instructor, please use the link labeled "Inbox" to access the Communicate feature. The link is located on the left menu section of the Canvas pages next to your name. I will respond within 24 hours on weekdays, 48 hours on weekends.

The assessment response time is given in the syllabus.

Labs and Discussion assignments will be graded within two weeks after due date.

Exams scores yield immediate feedback

Reviewer Recommendations:

I love that you assure learners from the beginning that they are not confined by office hour limitations or any other event when it comes to asking you for help. Keep up that attitude and pass it around the online teaching world! In addition, your orientation and syllabus clearly outline a set maximum response time of 24 hours during the week and 48 hours on weekend.

STANDARD 5.4 - (2 Points)
5.4 The requirements for learner interaction are clearly stated.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the course has information for students to communication and description of how to interact with everyone in the course.

Reviewer Recommendations:

Met: Requirements for learner interaction is explained on the syllabus as well as in the Introduction module. You provide instructions for learner-content interaction; learner-instructor interaction as well as learner-learner interaction.

Reviewer Recommendations:

Your discussion rubric and many assignment prompts do provide clear expectations for learner interaction. Since most of the interactions are via discussion forums, this allows you to meet expectations at the 85% level. However, consider adding interaction expectations before Project 1, so students can be proactive in being successful instead of suffering in the peer review grid at the end.

General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies.

Overview Statement: The technologies enabling the various course components facilitate rather than impede the learning process.

STANDARD 6.1 - (3 Points) Required
6.1 The tools used in the course support the learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the course used the appropriate levels of tools to develop media.

Reviewer Recommendations:

Met: Tools consist of gradecenter, email, multimedia and course software. These tools support the CLO's.

Reviewer Recommendations:

The tools in the course need to support the learning objectives in order to meet Standard 6.1. We don't judge the number or type of tools, just the fact that they help the students meet the learning objectives. Your discussion forums are fully supportive of the learning objectives, and messaging contact within the lms are all supportive of helping students focus and succeed. The annotations do ask that "Clear information and instructions are provided regarding how the tools support the learning objectives or competencies." You might consider adding this information

STANDARD 6.2 - (3 Points) Required
6.2 Course tools promote learner engagement and active learning.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the course tools are engaging to review challenging topics.

Reviewer Recommendations:

Met: The multimedia, forums and labs/projects promote learner engagement.

Reviewer Recommendations:

In this Standard, it's not our job to judge the number or type of tools you use, but to make sure that the ones you have actually support your learning objectives. In this case, your learning objectives fall into two areas: Creating data files, which is accomplished with the Visio software. Your other objectives ask students to explain the theory behind their actions and this is accomplished with the discussion forums.

STANDARD 6.3 - (2 Points)
6.3 Technologies required in the course are readily obtainable.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the technologies used are common to be accessed if the technology requirements are met by the student.

Reviewer Recommendations:

Met: Technology was easily accessible.

Reviewer Recommendations:

Once, again, your orientation and module follow-ups in the lab assignments work to meet Standard 6.3 which requires that technologies used are readily obtainable. You provide free downloads of the necessary software, and the other items are a part of the lms.

STANDARD 6.4 - (1 Point)
6.4 The course technologies are current.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the technologies are current and some interactive to engage student learning.

Reviewer Recommendations:

Met: This standard is met.

Reviewer Recommendations:

The tools you provide in this course are current for educational, text-based courses. You might consider adding app options for extra SQL practice, but only if it's available for all of your students. You will find app "learn SQL" options available in the Windows, iTunes, and Andriod developers store.

STANDARD 6.5 - (1 Point)
6.5 Links are provided to privacy policies for all external tools required in the course.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, each outside web source has a privacy policy link.

Reviewer Recommendations:

Met: See the Introduction Module under Privacy Policies.

Privacy Policies

Most of the privacy policies for companies whose products are used/linked in this course are included here:

[Canvas Privacy Policy (Links to an external site.)](#)

[Adobe Privacy Policy (Links to an external site.)](#)

[Google Privacy Policy (Links to an external site.)](#)

[YouTube Privacy Policy (Links to an external site.)](#)

[Microsoft Privacy Policy (Links to an external site.)](#)

[Apache (Open Office) Privacy Policy (Links to an external site.)](#)

Reviewer Recommendations:

Since you have no required external tools, and only use Canvas for your learning environment, that require the learner to create an account and log in with a password, you meet Standard 6.5. Your Privacy Policy pages does provide many extra policies which never hurts. You might consider adding a disclaimer that no log in is required for these options.

General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

STANDARD 7.1 - (3 Points) Required
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

| **Points Possible:** 3 | **Points Awarded:** 3 | **Result:** MET (Yes: 3, No: 0) |

Reviewer Recommendations:

Met the criteria, there are numerous options for students to choose on what they need assistance on technical support.

Reviewer Recommendations:

Met: Per usual with your courses, you provide a magnificent set of resources for learners. Technical help is located in the Get Help area of the Introduction Module.

Technology Help and Requirements

- eCampus Help Desk - Click the blue "Submit a Ticket" button (Links to an external site.)
- eCampus Student Resources (Links to an external site.)

Student Support (Links to an external site.)

- Library (Links to an external site.)
- Are Online Courses for you? (Links to an external site.)
- Grade Results Online Tutoring (Links to an external site.)
- Disability Services (Links to an external site.)and Disability Services FAQ (Links to an external site.)

Help with this Course

- **IMPORTANT: Watching and Viewing inline Videos and Content; Inline View of External Content**
- Course Assignment and Content Questions: For general content questions please the Get Help Discussion (this Discussion). For specific assignment questions relating to grades, useConversations.
- Get Help (this Discussion): Use this discussion to ask questions regarding the course, navigation, logistics, etc. If you ask here, another student may have the answer or the same question, so please feel free to respond.
- Technical question: Submit a ticket with the eLearning Help Desk (Links to an external site.)

Reviewer Recommendations:

Your Orientation module has a Get Help page with many tech support links and this information is extended to information in your Get Help navigation link. In your help page of the orientation, you list a link to Submit a Ticket...with technical questions. Students may find it helpful if you put an example or two there to help clarify what you consider to be a "technical question."

STANDARD 7.2 - (3 Points) Required
7.2 Course instructions articulate or link to the institution's accessibility policies and services.

| **Points Possible:** 3 | **Points Awarded:** 3 | **Result:** MET (Yes: 3, No: 0) |

Reviewer Recommendations:

Met the criteria, accessibility policies are evident and easily accessible. Students have access to this information as they may need it.

Reviewer Recommendations:

Met: The ADA statement is posted on the syllabus.

ADA Statement North Central Texas College is committed to providing equal access to educational opportunities to its students with disabilities by providing assistance through "reasonable accommodations"; and a variety of services and resources through the Special Populations Office. The College does not discriminate on the basis of disabilities in admission or access to its programs. Students are responsible for notifying the office of their need for assistance at least two weeks prior to the beginning of a semester. Students with documented disabilities such as mobility, hearing or visual impairments, learning, and/or psychological disorders are eligible for services. The Special Populations Office on the Gainesville Campus is located in the Counseling/Testing Center room ASC 108 (next door to the bookstore). For assistance, call 940/668- 4216 ext. 344.

Reviewer Recommendations:

The annotations for Standard 7.2 note that your course design should include options such as:

1. A link to the institution's accessibility policy, if a policy exists
2. A statement that informs the learner how to obtain an institution's disability support services, if such services exist; for example, a telephone number or link for the disability services office

Your syllabus does provide the information from option 2 in full, so the standard is met. However, you also have a page in your orientation module labeled "Accessibility Policies," and it only contains policies for options external to the university. This page may cause confusion for the student who is truly in need of knowing the institution's accessibility policies. Please consider adding your institutional policy to this prominent orientation page.

STANDARD 7.3 - (2 Points)
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, several services are provided in the Start Here Module for student to get academic support.

Reviewer Recommendations:

Met: See the syllabus where it is labeled Support Services. Below this heading you provide learners access to the student success resources.

Student Success offers academic coaching, tutoring, including a Writing Center, a Math Lab, free 24/7 online tutoring through Grade Results and assist new students acclimate to college by providing computer lab services for prospective students. First generation students can also participate in TRIO which offers specialized support services. http://www.nctc.edu/StudentServices/SupportServices.aspx

Reviewer Recommendations:

Both of your help areas clearly provide links and information about the academic support services and other resources available, so SRS is met at the 85% level. Students benefit from your page that lists, "Ways and Tools to help you learn in this course." However, that page remains formatted like a template. That's not a problem in itself, but the phrases " should be removed. Just the existence of help does not sometimes draw a student in to ask for help. Consider adding a short video where a former student talks about the benefit of academic tutoring would encourage others to ask for help.

STANDARD 7.4 - (1 Point)
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the course has information in the Start Here Module area for students to view all of the required services for their specific needs.

Reviewer Recommendations:

Met: See the syllabus where it is labeled Support Services. Below this heading you provide learners access to the institutional resources.

Support Services

Counseling and Testing staff offer a variety of services to current and prospective students, such as College 101, placement testing, academic advising and course registration, transfer assistance, and College Success seminars (Time Management, Study Skills, Test Anxiety, Choosing a Major, Learning Style Strategies, Career Exploration), and much more. http://www.nctc.edu/StudentServices/CounselingTesting.aspx

Reviewer Recommendations:

Your Get Help page does a nice job of encouraging students to use the general help discussion in the course to interact with questions. And, your syllabus provides both links and explanations of how the student resources can help students succeed to meet expectations for SRS 7.4. Once again, putting the syllabus information on your Get Help page would unite the information in one spot for students. They often skim through the "legal" parts of the syllabus, but if they are in trouble, they will click on that Get Help link.

General Standard 8: Accessibility and Usability*: The course design reflects a commitment to accessibility and usability for all learners.

Overview Statement: The course design reflects a commitment to accessibility, so that all learners can access all course content and activities, and to usability, so that all learners can easily navigate and interact with course components.

*Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

STANDARD 8.1 - (3 Points) Required
8.1 Course navigation facilitates ease of use.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the course navigation is smooth and easy to find information. Good work to avoid having too many tabs and areas that may be confusing.

Reviewer Recommendations:

Met: This standard was easily met. Nice Job!

Reviewer Recommendations:

The functionality of your design is summed up in your statement, **"One of the most important things to be successful in this course is to learn to navigate and locate assignments and information. When in doubt, go to Modules! " This is true of your design and meets expectations for Standard 8.1. Since Canvas will let you disable left navigation tabs in the settings, you might experiment with disabling the Assignments, Quizzes, and Discussions tabs so students have no other option but to use the Modules navigation link.**

STANDARD 8.2 - (3 Points) Required
8.2 Information is provided about the accessibility of all technologies required in the course.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Met the criteria, the course has technologies that meet accessibility requirements.

Reviewer Recommendations:

Met: See Introduction module.

Accessibility Policies

Information about the accessibility of companies used/linked in this course are below. If a company is not listed, please let us know and we will locate the information. If a company does not have such a policy, it will be noted.

[Canvas Voluntary Product Accessibility Template (Links to an external site.)](#)

[Adobe Accessibility Policy (Links to an external site.)](#)

[Google/YouTube Accessibility Policy (Links to an external site.)](#)

[Microsoft Accessibility Policy (Links to an external site.)](#)

[Apache (Open Office) Accessibility Policy (Links to an external site.)](#)

Reviewer Recommendations:

As noted above, your Orientation Module Accessibility Policies does provide informational links to the accessibility policies for all technologies required to meet 8.2 expectations.

STANDARD 8.3 - (2 Points)
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

| **Points Possible:** 2 | **Points Awarded:** 2 | **Result:** MET (Yes: 3, No: 0) |

Reviewer Recommendations:

Met the criteria, the course has information and tools that meet the demands of diverse students that may need a different method to learn.

Reviewer Recommendations:

Met: On the syllabus you provide clear information on how to receive accommodations. Below is the introductory statement. Following the statement you provide contact information for disability services.

Disability Services (OSD) The Office for Students with Disabilities (OSD) provides accommodations for students who have a documented disability. A disability is anything that can interfere with learning, such as a learning disability, psychological challenge, physical illness or injury. Accommodations may include extra time on tests, tests in a distraction reduced environment, volunteer note taker in class, etc.

Note: Some videos did not have a CC option. You might check that.

Reviewer Recommendations:

Diverse learning styles are best met by providing alternative options for access to course materials. According to the annotations, "The Standard is met if the equivalent textual representations are located or linked within the course."One warning from the annotation sis that "Colors alone are not relied on to convey meaning., which speaks to your use of Red for important items and hyperlinks in the course are a nice reflection of the use of school colors, but not a best practice for accessibility. Red cannot be effective for color-blind students and bold text could be an effective way to note important areas.

STANDARD 8.4 - (2 Points)
8.4 The course design facilitates readability.

| **Points Possible:** 2 | **Points Awarded:** 2 | **Result:** MET (Yes: 3, No: 0) |

Reviewer Recommendations:

Met the criteria, the course has good readability that does not present any disturbance from learning.

Reviewer Recommendations:

Met: This standard is met.

Reviewer Recommendations:

Yes, you have a design that facilitates readibility. The modules are common themed and the information is organized in the same pathway each time.

STANDARD 8.5 - (2 Points)
8.5 Course multimedia facilitate ease of use.

| **Points Possible:** 2 | **Points Awarded:** 2 | **Result:** MET (Yes: 3, No: 0) |

Reviewer Recommendations:

Met the criteria, the course tools are easy to use and does not require a lot of computing power.

Reviewer Recommendations:

Met: This standard is met.

Reviewer Recommendations:

This course did not use video options as it exists now, but this standard is met because:

1. Graphics and animations are used to enhance instructional materials and illustrate ideas without causing distractions.
2. Images are appropriately sized and can be viewed in their entirety without scrolling.

An example would be the image you placed in the Get Help page. The common inforgraphic for Information highlighted the note to"Ask for help in the correct place.

Additional Review Comments:

Reviewer

Excellent course to design! The course has valuable information for student learning, good job!

Reviewer

Ditto from previous comments. Excellent course.

TOTAL POINTS AWARDED: 97

FINAL RESULT: MET STANDARDS